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ABSTRACT

This selective abstract bibliography cites documents that are concerned with teachers, parents as teachers, and paraprofessionals involved with children in early childhood education. Entries selected appear in the ERIC Thesaurus (subject index) under these terms: Teacher Attitudes, Teacher Influence, Teacher Role, Teacher Aides, Preschool Teachers, Teaching Methods, Teacher Characteristics, Teacher Education, Teaching Models, and Paraprofessional School Personnel. Entries included are from "Research in Education" (RIE), January 1971 to August 1972. Journal articles listed appeared in "Current Index to Journals in Education" (CIJE), July 1971 to September 1972. (Author)

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EARLY CHILDHOOD TEACHING: AN ABSTRACT BIBLIOGRAPHY

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1. Alberti, Jean M. Correlates of Self-Perception-In-School. February 1971, 9p. ED 048 336

*Academic Achievement; Early Childhood Education; *Elementary School Students; Primary Education; School Attitudes; *Self Concept; *Sex Differences; Student Attitudes; *Student Behavior; Student Role; *Teacher Influence

This research assessed the relationship between the Self Perception in school (SPS) inventory and academic achievement, school behavior, and popularity of 656 primary-grade children in a suburban district. SPS was found to be significantly correlated with teachers' ratings of children's behavior and with reading achievement for four of the six grade x sex combinations and for the three total [grade] groups; with arithmetic achievement only for boys and for the total groups; but was uncorrelated with a sociometric measure of popularity except for Grade 3 girls and the total Grade 1 and 3 groups. Significant sex and grade effects in mean SPS scores were found. Significant sex effects and a trend toward grade effect in behavior ratings were also observed. Possible explanations for the obtained results are suggested and research needs are pointed out. See ED 048 379 for a report on the development of SPS.

2. Barbrack, Christopher R. Dissemination of the DARCEE Model to Head Start: Results of a Training Program for Head Start Teachers and Teacher Aides. 84p. ED 054 062

Comparative Analysis; Curriculum Planning; Educational Objectives; *Inservice Teacher Education; *Job Training; *Preschool Evaluation; Preschool Programs; *Preschool Teachers; *Teacher Aides; Teacher Workshops; Teaching Methods

As part of Head Start's Planned Variation program, the Demonstration and Research Center for Early Education (DARCEE) preschool model was chosen to be implemented in six Nashville Head Start centers. This study compared two forms of DARCEE training for teachers and teacher aides--the Elaborated Treatment and Abbreviated Treatment--and compared both treatment groups with a group receiving no training--the Distal Comparison Group. The Abbreviated Treatment consisted of 6-week summer workshop and several short followup workshops; the Elaborated Treatment included the same workshops plus individual classroom visits by project staff.

The workshops covered teaching procedures, activities, materials, and classroom management, with particular emphasis on planning and determining objectives. Teachers in all three groups are pre- and posttested, using tests for attitude, vocabulary and concepts developed specifically for the project. Children were tested for IQ, perceptual motor coordination, and auditory discrimination, using standardized tests. Results indicated no significant differences between teachers in any of the three groups. However, children in the Distal Comparison Group did significantly better on all tests than those in either of the treatment groups. (Appendixes contain data tables, schedules and weekly curriculum plans of treatment centers and observation reports of comparison centers.)

3. Barbrack, Christopher E. The Effect of Three Home Visiting Strategies Upon Measures of Children's Academic Aptitude and Maternal Teaching Behaviors. Final Report. February 1970, 72p. ED 044 175

*Academic Achievement; Change Agents; *Enrichment Programs; Grade 1; Home Programs; Home Visits; Hypothesis Testing; Low Income Groups; *Mothers; Parent Child Relationship; Parent Participation; *Program Evaluation; Teacher Behavior; *Teaching Styles; Training

Home visitors were used to teach mothers to be more effective educational change agents in their own homes. The one-hour visits continued over 30 weeks. The initial sample consisted of 72 Negro mothers and their first grade children. All children had had 8-week summer Head Start. Five treatment groups were (1) Mother-Involved Cognitive-home visitor actively solicited the mothers' participation, and content supplemented the first grade curriculum, (2) Child-Centered Cognitive-home visitor worked only with the children and did not solicit mother involvement, content same as for first group, (3) Mother-Involved Physical Training-home visitor actively solicited mothers' participation, content designed to teach gross motor activities, (4) Local Control, and (5) Distal Control. The children were pre- and posttested on measures of intelligence, readiness and achievement, and the Maternal Teaching Style Instrument was used to assess the mothers' teaching behavior. Results suggest that a good treatment program might be a cognitive program which works to involve the mother by first demonstrating improvements in the child's behavior.

4. Bartlett, Elsa Jaffe. An Analysis of Published Preschool Language Programs. November 1970, 15p. ED 047 786 [Filmed from best available copy]

Cognitive Processes; Discussion (Teaching Technique); Interaction; *Language Programs; Pattern Drills (Language); *Preschool Programs; *Program Descriptions; Role Playing;

*Student Teacher Relationship; *Teaching Methods; Teaching Techniques

For purposes of analysis, preschool language programs can be sorted into four general categories according to the dominant type of learning activity (1) Pattern practice, (2) Cognitive verbalization, (3) Discussion, (4) Role play. Along with definitions of language, the program types differ in the kinds of interactions which occur between teacher and child and among children themselves. The kind of interaction a program promotes should be a key feature in choosing a published package for preschool use. It is important to know exactly the kind of learning relationships that are being rewarded and whether they are the kind of learning behaviors the school wishes to foster. Other major points of comparison among programs come from inspection of the teacher's guide. Programs differ in the amount of organization and sequencing provided for the teacher and they also vary in the amount of detailed information given to guide the teacher. The single most important factor in choosing a program seems to be whether the teacher is able to spend the 15 to 30 minutes per day carrying out the recommended classroom procedures. Four charts identify specific programs, materials, learning activities and types of teachers' guides analyzed for this study.

5. Berk, Laura E.; Berson, Minnie P. Acting, Interacting and Responding in the Nursery School--An Analysis of Observed Activities in a Preschool Classroom. 1971, 30p. ED 057 918

*Class Activities; *Classroom Observation Techniques; Classroom Techniques; Interviews; *Learning Activities; *Preschool Education; Student Behavior; *Teacher Attitudes; Teacher Response

An analysis of naturally occurring activities that make up educational programs for young children was made in a search for answers to the following questions: (1) How do teachers manage learning activities in preschool classrooms? (2) What are these learning environments like? (3) How closely do the actual occurrences match the teachers' conceptions of what ought to occur? To find answers to these questions, two research instruments were developed: (1) an observational system that identifies and describes the classroom activities; and (2) a teacher interview procedure. These two instruments were used in a study of one preschool classroom for disadvantaged children. The class was composed of 14 four-year-old children who were supervised by two teachers and varying numbers of assistants. In all, there were 14 hours of observation by two observers, one clock hour for each child. Findings that characterized the activities of this classroom are: most time was spent in transition periods; much time was spend in preparing for scheduled events; children spent over half of the time as a total group; they were not required to interact or relate

with each other; teachers rarely permitted the children to work without direction; and most activities were teacher initiated and organized. Two discrepancies between the teachers' expectations and actual outcomes that most impressed the teachers were the amount of time devoted to transition and that no block play was observed.

6. Castner, Myra H.; And Others. Granite School District First Grade Reading Study. 128p. ED 042 069

*Reading Instruction; *Grade 1; *Teaching Methods; *Hypothesis Testing; *Comparative Analysis

A comparative study of first-grade reading instructional methods was undertaken with the support of the Granite School District Exemplary Center for Reading Instruction. This study was conducted in 19 schools of the district and involved approximately 1,295 students. Nine hypotheses concerning the various approaches used in reading instruction were tested. The report of this study is divided into five chapters: (1) Introduction, (2) The Experimental Program, (3) Methods and Procedures, (4) Statistical Results, and (5) Summary and Conclusions. Seven appendixes give additional information.

7. Champagne, David W.; Goldman, Richard M. Development of a Training Program to Increase the Use of Reinforcement in Informal Teaching by Mothers of Educationally Disadvantaged Children. 1970, 19p. ED 047 034

*Educationally Disadvantaged; *Elementary School Students; Home Study; *Lower Class Parents; Lower Class Students; Middle Class Mothers; Mothers; Parent Education; *Parent Participation; Parent School Relationship; Reinforcement; Teacher Role; *Teaching Methods; Verbal Communication

One way that educationally disadvantaged children can be helped to succeed more often in schools is to ask their parents to join in an educational partnership with teachers for the benefit of their children. The acquisition of teaching skills allows the parents to focus their efforts. The use of positive verbal reinforcement was selected as the skill parents would be helped to acquire. The research was conducted in three phases. The first was designed to determine if the literature that described the use of reinforcement by parents was accurate for both middle class mothers and for the target population of lower class mothers. During this phase the learning strategies most helpful to parents to learn reinforcement skills were developed. During phase two, one parent was worked with for 15 weeks using the strategies developed in phase one. Phase three consisted of working with six mothers using the same design as that of phase two, in order to evaluate whether the reinforcement skills training program had

similar effects on other parents. New strategies were developed as these became necessary. Although a considerable amount of responsibility is given the parent in this program, no diminishing of education or accountability is implied.

8. Cline, Marvin D.; And Others. Observers in the Classroom. A Case Study of an Innovative Program. August 1970, 85p. ED 046 876

*Preschool Teachers; *Role Perception; Staff Role; *Supervisors; *Teacher Attitudes; Teacher Supervision

A study was conducted (as one aspect of an intervention program in Head Start classes) to explore the consequences of the interjection of the observer into the classroom, with particular emphasis on the teacher's reactions to this attempt to supply a dimension of understanding about the classroom to supplement his own perspective. In a case study approach, four teachers were selected on the grounds of their divergent styles and background. Procedures included observation of teachers' styles (using Beller scales to determine the sensitivity of the teacher to the psychological and interpersonal needs of children in the classroom) and interviews with teachers and observers on the nature of interaction between teachers and observers. Conclusions drawn from the four case studies: Each teacher resisted the activities of the observer and established barriers to the utilization of the observers as a source of information about the classroom. In her own way, each teacher was able to so vastly delimit the activities of the observer that few meaningful interactions between teacher and observer occurred. Unaware of the issues which their presence raised for teachers, observers were at a disadvantage in their capacity to contribute to the educational issues of the classroom. By retaining her authority over the classroom, the teacher was able to determine the conditions which could not be challenged, changed, or expanded by the observer.

PS 00 6 69

9. Dobson, Russell; Brewer, Leon. The Perception and Treatment by Teachers and Principals of the Behavioral Problems of Elementary School Children. 1971, 13p. ED 057 533

Attitudes; Behavior Change; *Behavior Problems; Classification; Discipline Problems; *Elementary School Students; *Exceptional Child Research; *Principals; *Teacher Attitudes

Compared were attitudes of elementary school teachers and principals on their classification of student behavior and discipline problems and behavior change treatment needed. Subjects consisted of 170 elementary school teachers and 15 principals in a mid-western city school system. Reaction of teachers and principals to discipline and behavior problems

and their suggested treatment were rated on the Behavioral Problems Inventory and the Behavioral Problems Treatment Sheet (Dobson, 1966). The statistical method utilized in testing the hypotheses was chi-square, with the level of confidence set at .05. The findings considered to be most significant were (1) that elementary school principals differed significantly from elementary school teachers in their perception of the seriousness of behavioral problems of elementary school children, with principals perceiving the acts as less serious than the teachers, (2) that significant differences in attitudes toward treatment of behavioral problems existed between principals and teachers, and (3) that principals and teachers were in agreement on the value of parent teacher conferences as an effective method of treating behavior, with the principals also favoring parent and teacher conferences.

10. Espinoza, Marta. Cultural Conflict in the Classroom. March 1971, 7p. ED 054 669

    Biculturalism; *Bilingual Education; *Cross Cultural Training; Cultural Differences; *Culture Conflict; Dropouts; English (Second Language); *Mexican Americans; Minority Groups; Self Concept; Spanish Speaking; Student Alienation; Student Attitudes; *Teacher Attitudes

A cultural conflict occurs between the Mexican-American child and the Anglo teacher within the classroom situation. Punishment for adherence to his own culture results in loss of identity for the Mexican-American child and increases his tendency toward what may be termed deviant behavior. The more weighted the school curriculum is toward the middle-class Anglo expectations, the more difficult it will be for the Mexican-American child to participate. Teachers and school personnel must accept and appreciate the significant contributions that other languages and cultures have made and can make toward enriching the American way of life. A positive atmosphere toward the Mexican-American must be established and the cultural gap must be bridged; total acceptance of the validity of another culture is what should and must be the end goal.

11. Feigenbaum, Kenneth D. The Child's Perception of the Nursery Teacher. Final Report. 1970, 46p. ED 057 892

    Academic Achievement; Affective Behavior; *Nursery Schools; *Problem Solving; *Racial Factors; Sex Differences; Socialization; *Student Attitudes; *Teacher Role

The study was conducted to determine which variables present among nursery school children influence a child's perception of his teacher's role as a problem solver. The variables tested for included: (1) the race of the teacher; (2) the nature of the problem--one involving personal needs

(affective) or one involving classroom achievement (instrumental); (3) the race of the child needing help; and (4) the sex of the child needing help. Subjects (black and white) included 26 boys and 35 girls ranging in age from 3 1/2 to 5 years. The subjects were shown twelve videotaped scenes each containing two children and one teacher--the children being of the same sex but of different race. Eight of the twelve scenes depicted one child with an instrumental problem--the other with an affective problem. The other four scenes were conflict scenes depicting two children both trying to get control of the same toy. After showing each scene the subject was asked to state which child the teacher would help. Findings indicate that neither the teacher's race nor the race or sex of the child helped influence a child's perception of his nursery school teacher. For middle class children, the only variable limiting the teacher's otherwise inclusive role is her principle responsibility to solve affective problems. The results of the conflict scenes proved not useful to this study.

12. Gordon, Alice Kaplan. Games for Growth; Educational Games in the Classroom. 1970, 205p.

*Classroom Games; *Educational Games; Educational Research; Games; Instructional Materials; Motivation; *Simulation; Social Studies; Student Attitudes; Teacher Role; *Teaching Methods

Among the reasons for using games as a tool in education are that they motivate students, teach difficult concepts, give opportunities to make decisions and solve problems, and give usually poor students a chance to take the lead in class. Games now available from producers, most designed for use in social studies classes, are described here in detail. The teacher's role in the game, especially in the important debriefing session, where lessons of the game are made explicit, is explained. Suggestions for designing games and adapting existing games to new situations are given. A section on evaluating the learning impact of games notes that while games are not more effective than other teaching methods, they often teach processes, rather than facts, and they are just about the only medium teaching this. A supplementary section describes games for exploring attitudes of students, teachers, and community members.

Availability: Science Research Associates, Inc., College Division, 1540 Page Mill Road, Palo Alto, California 94304 ($4.25)

13. Harrison, Raymond H. The Use of Teacher Aides in Reading Instruction. November 1971, 21p. ED 058 005

*Paraprofessional School Personnel; Reading Development; *Reading Instruction; *Teacher Aides; Teacher Role; *Teaching Procedures

The conclusions of various studies on the use of paraprofessionals or teacher aides are presented. Although the studies produced little statistical data, logs and reports of numerous teachers and paraprofessionals were used as the basis for this paper. It is suggested that the role of the paraprofessional ultimately depends on his own background and experience, but that the specificity of teaching objectives of the principle teacher can help define the paraprofessional's role. That role can vary from assuming tasks which free the teacher to work directly with the students to working with the students himself. Specific areas and specific tasks within those areas in which the paraprofessional can work in teaching reading are suggested. These areas include helping develop the ability to sound out words, teaching listening skills, and helping improve reading speed by using games, drills, supervision of study, talking to the students about reading, and numerous other activities. The author predicts that the role of the paraprofessional will expand and change in the future.

14. Heffernan-Cabrera, Patricia; And Others. Visual Literacy: A Child-Centered Reading Program. October 1970, 13p. ED 050 617

*Communication Skills; Educational Innovation; *English (Second Language); English Instruction; *Films; Film Study; Mass Media; Non English Speaking; *Nonverbal Communication; Reading Development; Second Language Learning; Student Motivation; *Teaching Methods; Teaching Skills

The underlying theory of the Teacher Corps Rural-Migrant programs in visual literacy is developed in this paper. The primary objective of teaching communication skills to non-native speakers of English through the use of motion picture cameras is detailed in discussion of how visual literacy motivates students and improves curriculum development. The types of activities incorporated into an educational experiment at the Yettem School indicate the interrelatedness between the traditional communication skills and the more innovative approach to the development of those skills through film. Elements of the program described include: (1) visual vistas--single framing, (2) multiple-frame experiences, (3) slide presentations, (4) motion pictures, (5) visual-verbal textbooks, (6) field trips, and (7) selecting a subject.

15. Howe, Ann C. The Heman Street Preschool. Preliminary Report. 1971, 23p. ED 057 917

Children; Cognitive Processes; Cooperative Programs; *Curriculum; Educational Objectives; Graduate Students; Instructional Materials; Language Development; *Parent Participation; Play; *Preschool Programs; *Program Evaluation; Readiness; Staff Utilization; Story Telling; *Teacher Aides; Teacher Education; Team Teaching

The Heman Street Preschool was organized to serve two main purposes: (1) To provide a group of three- and four-year-olds with a preschool experience which would increase their chances for later success in school; and (2) To train future teachers and teaching aides to work effectively in a preschool program. The program focused on four groups: the children, graduate students, prospective teaching aides, and parents of the children. Participants included the Preschool Director and Coordinator, nine graduate students, 24 aides, and 75 children. One graduate student and two teaching aides were assigned to teach each class for a period of three months. Curriculum goals were general language development, development of certain cognitive skills and school-readiness behaviors. Basic elements included in the daily program were Structures Language Program, Story Read or Told by Teacher, Teacher-Led Talk Sessions, Manipulative Cognitive Materials, Free Play, and Paints, Clay and Other Expressive Materials. Program evaluation revealed that students and aides improved their teaching and evaluative capabilities and that children improved in their ability to perform school tasks, in their language competency, and in their ability to draw. It is concluded that the Heman Street Preschool has demonstrated one way a University and a school district can cooperate to produce a program beneficial to the children of the district, the students at the University, and members of the community served by the school. It is also concluded that a structured approach is more valuable than an unstructured one.

16. Katz, Lilian G. Developmental Stages of Preschool Teachers. January 1972, 11p. ED 057 922

Beginning Teachers; *Developmental Tasks; Inservice Teacher Education; *Preschool Teachers; Preservice Education; Teacher Characteristics; *Teacher Education; *Teacher Educators; Teacher Experience; Teacher Improvement; *Teaching Models

Four dimensions of training for preschool teaching are suggested in this paper: (1) developmental stages of the teacher; (2) training needs of each stage; (3) location of the training; and (4) timing of training. The growth of preschool teachers generally occurs in stages associated with survival, consolidation, renewal, and maturity. Training needs of teachers change as they gain experience over time and move through the stages. The location and timing of training appropriate for the teacher in a given situation must be flexible. The location of training should be moved as the teacher develops. At the beginning of the new teacher's career, training resources must be taken to her. Later on, as the teacher moves past the survival stage, training can move toward the college campus. The timing of training should be shifted so that more training is available to the teacher on the job instead of before it. Experience alone seems insufficient to direct a teacher's growth and learning. As part of her role a teacher trainer should try to make sure that teachers,

especially beginning teachers, have informed and interpreted experiences.

Availability: University of Illinois Curriculum Laboratory, 1210 West Springfield Avenue, Urbana, Illinois 61801 ($0.25, Catalog No. 1300-30)

17. Katz, Lilian G. Teacher-Child Relationships in Day Care Centers. Working Paper. September 1970, 40p. ED 046 494

Effective Teaching; *Preschool Teachers; *Research Reviews (Publications); *Student Teacher Relationship; Teacher Attitudes; Teacher Behavior; Teacher Characteristics; Teacher Influence; *Teacher Role

Teacher-child relationships are complex phenomena which can be described and observed from a variety of angles, on many different levels. Recent research contributes some information applicable to the analysis of teacher-child relations and identifies issues for further study. Teacher functions or duties may depend, in part, upon the teacher's background and the demands of her program. Although four types of functions are defined (maternal, therapeutic, facilitator, instructional), no research has yet been done to investigate teachers' time distribution among these role functions. While the characteristics of teachers can be examined in two broad classes, attributes and behaviors, the research is difficult to synthesize and summarize. However, it provides indications that teachers may need help in developing skills to extend the information processing abilities of pupils and to build more constructive classroom climates. These skills need to be clearly identified. Research involving larger sample sizes is needed to support studies assessing the predictability of teacher behavior from the specifications of curriculum models. Few studies deal with the effects of teachers on children. Welcome additions to the existing body of concepts are expected from the Planned Variation Experiment with Head Start curriculum. References are given.

18. Miller, James Lee. A Comparison of How First Grade Classroom Teachers With and Without Full Time Teacher Aides Utilize Instructional Time and the Effect of Aide Utilization Upon Academic Performance of Children. September 1970, 194p. ED 043 595

Academic Achievement; *Classroom Observation Techniques; Elementary School Teachers; Grade 1; *Paraprofessional School Personnel; *Reading Achievement; *Teacher Aides; *Teacher Behavior; Teaching Methods

This study was designed to compare the utilization of instructional time of first grade classroom teachers with and without full-time teacher aides, to compare the academic performance of children in these two groups, and to examine the relationship between teacher and aide activity. A sub-purpose

was the development of an observation instrument to provide a timed record of teacher behavior, and this was found to be valid and reliable. Five research questions were formulated and statistical hypotheses established to answer them. Ten teachers with aides and ten without were studied by trained observers for four 10-minute periods. Pupil achievement was measured by the Lee-Clark Reading Readiness Test at the end. No significant difference was found between the two groups of teachers in clerical activities, routine activities, total group instruction or differentiated instruction. The teachers with aides spent more time in clerical activities and total group instruction. There was no common pattern of aide activity and teacher activity. There was no evidence that the aides provided more instructional time leading to improved pupil performance, although it seemed that teachers with aides were somewhat more successful in improving the achievement of lower level pupils.

19. Mood, Alexander M.; And Others. How Teachers Make a Difference. 1971, 173p. ED 057 004

*Educational Environment; *Individual Development; *Individual Differences; *Teacher Attitudes; *Teacher Behavior

The seven papers in this book were prepared as the bases of discussions at a BEPD-sponsored conference which dealt with the ways in which teachers can make a difference in education. The conference was a followup to one held a year earlier on the topic, "Do Teachers Make a Difference." The implications which can be drawn suggest the need to make American education more heterogeneous so that students can be offered a number of valid alternative choices. Teachers also need alternatives, as some function best in a structured setting while others perform more effectively with fewer constraints. Programs and the assignment of teachers must be tailored to the needs and aspirations of individual students, and teachers must be trained for this. The individual papers included are (1) "How Teachers Make a Difference," by Alexander M. Mood; (2) "The Difference Teachers Make," by Philip W. Jackson; (3) "A Tool-Development Strategy for Research on Teaching," by N. L. Gage; (4) "Structure and Teacher Performance: A Prologue to Systematic Research," by Dan C. Lortie; (5) "New Directions for Research on Teaching," by Barak Rosenshine; (6) "A National Coordinated Program of Research on Teaching Effectiveness," by Ned A. Flanders; and (7) "Learning Environments-or-Rooms for Thought," by Lawrence M. Stolurow.

20. Moyle, Donald; Moyle, Louise M. Modern Innovations in the Teaching of Reading. 1971, 102p.

Basic Reading; Initial Teaching Alphabet; Language Experience Approach; Programed Materials; *Reading Instruction; *Reading Materials; *Reading Programs; Teaching Machines; *Teaching Methods

Recent approaches and techniques of teaching reading are surveyed in this monograph in a series of the United Kingdom Reading Association. Books, kits, programed learning packages, and reading hardware such as tapes, typewriters, and films are described and evaluated for their usefulness to the classroom teacher. Four major philosophies of reading and the specific materials associated with them are presented: (1) whole word methods, (2) medium modification and cueing techniques, (3) phonic and linguistic approaches, and (4) the laboratory approach. A bibliography and lists of publishers and materials discussed are included.

Availability: University of London Press Ltd., St. Paul's House, Warwick Lane, London EC4P 4AH, England (75 pence)

21. Nimnicht, Glen; Wilson, Dee. A Preliminary Report on an Experimental Training Program for Head Start Teachers and Assistants. March 1969, 48p. ED 055 034

*Independent Study; *Inservice Teacher Education; Job Training; *Microteaching; *Preschool Teachers; Teacher Aides; Teaching Skills; Video Tape Recordings

This report covers the evaluation of preliminary field testing of a 1-year experimental training program designed to reach a larger number of Head Start teachers and teacher aides at a lower cost but provide an inservice program that was at least as good as an 8-week college program. The program began with a 4-day workshop for 60 teachers and aides, after which participants received 16 inservice training units, which included learning episodes, films of model teachers, and a videotape. After practicing with the materials and viewing the film, teachers videotaped themselves using the learning episode with a group of children and then mailed the tapes to the Laboratory for critiquing. Although subjective evaluation of the program by participants was very favorable, evaluation accomplished through analysis of videotapes and assigning teachers to one of five levels of competence indicated that the program was a failure with 40 percent of the participants moderately successful. Recommendations for changes included decreasing the number of units used, providing faster critiquing of videotapes, and granting college credit for the course. (An appendix contains an outline of the inservice program and some examples of learning episodes.)

22. Oswald, Richard Charles; Broadbent, Frank W. Conceptual Level as a Determinant of Teacher Behavior and Attitudes in a Non-Structured Type Learning Activity. April 1972, 21p. ED 061 175

*Concept Formation; Concept Teaching; *Simulation; *Teacher Attitudes; *Teacher Behavior; *Teaching Methods

This study investigates the association between teacher conceptual level and teacher behavior and attitudes in a minimally-structured type learning activity. A sample was selected from a pool of student teachers in the elementary teacher training program at Syracuse University. Each was given a lesson which was an episode from a simulation prepared by a researcher. The teacher selected five students from the class who assumed the role of Town Board and discussed five options for expenditure of money and justified reasons for the chosen option. Upon completion of the taped lesson the teacher completed a questionnaire. Basic data was obtained through analysis of the taped lesson and questionnaire. The study suggests that all teachers are not equally successful in using simulation, and that conceptual level may be an important factor in teacher use in a simulations activity. It seems that minimally structured activities would be more satisfactorily used by high conceptual level teachers. There is, however, no guarantee that the teacher will interpret or use the simulation activity for its intended purpose, and low conceptual level teachers may adapt it to suit their normal teaching behavior.

23. Poliakoff, Lorraine, Comp. Preparing School Personnel: Early Childhood Education. September 1970, 12p. ED 043 581

*Bibliographies; *Early Childhood Education; Inservice Teacher Education; Kindergarten; *Paraprofessional School Personnel; Preschool Curriculum; *Preschool Education; Preschool Teachers; Preservice Education; Teacher Aides; *Teacher Education

This bibliography contains 25 citations of published and unpublished documents ranging in date from 1964 through 1969 on "the means and methods by which school personnel are prepared to work with preschool age children in such settings as Head Start programs and nursery and kindergarten classes." Citations are subsumed under three headings: (1) Early Childhood Teachers and Their Education; (2) Early Childhood Teacher Aides and Their Education; (3) Young Children and Their Education. All citations represent documents which have been abstracted and indexed by the ERIC Clearinghouse on Teacher Education. Citations include the ERIC descriptors assigned to each document. In addition, a list of the descriptors used in compiling the bibliography is supplied.

24. Robison, Esther; Holmes, Douglas. Perceptual Shift Training for Teachers of Disadvantaged Children. September 1971, 45p. ED 057 014

*Behavior Rating Scales; *Disadvantaged Youth; *Preschool Children; *Preschool Teachers; *Video Tape Recordings

This study describes the development of a technique to help the pre-school teacher create an environment in which a large group of children can learn and to be an effective mediator between the environment and the interests and abilities of each child. Teachers were trained to rate children in terms of observational categories, to help them interpret the needs and potentialities of the disadvantaged child. A videotaped training curriculum which reflected those clusters of behavior which are highly predictive of intelligence and school readiness was prepared, using a group of 4-year-old day care students as subjects. Each child was observed and taped for five periods of 20 minutes, and also tested for IQ. A package of six half-hour tapes was completed in the spring of 1970 and tested on participants in a training program for day care teacher assistants and on a group of 15 student teachers. A further program involved second year students in early childhood education at New York Community College. Results indicated that the technique employed and the substance and quality of the tapes had value beyond their initial intent or scope and that the tapes are adaptable to a wide range of educational approaches. It is hoped to test the tapes on a wider scale and develop them for broader implementation. The manual used in the program is included in the document.

25. Spache, George D. The Teaching of Reading. Methods and Results: An Overview. 1972, 157p.

*Basic Reading; *Elementary Grades; Individualized Reading; Initial Teaching Alphabet; Language Experience Approach; Phonics; *Reading Instruction; Reading Materials; *Reading Programs; Reading Readiness; *Teaching Methods

This book reviews research on the teaching of elementary reading and summarizes the research in such a way as to make it useful to the elementary school teacher. A number of methods and procedures of instruction are considered. The first chapter discusses when to begin reading and general topics related to teaching young children, and the second chapter describes readiness factors and programs. Teaching reading with a basal system is the subject of the third chapter, and innovative approaches including initial teaching alphabet, language experience, linguistic, and individualized programs are treated in chapter four. The fifth chapter discusses teaching reading to the disadvantaged, and the sixth chapter is concerned with teaching reading at the intermediate and upper elementary levels.

Availability: Phi Delta Kappa, Inc., Eighth and Union, Bloomington, Indiana 47401 ($3.50 to members, $3.95 to nonmembers)

26. Stern, Carolyn; Frith, Sandra. Classroom Language of Teachers of Young Children. October 1970, 44p. ED 053 108

*Cultural Differences; *Educational Research; *Language Patterns; *Socioeconomic Status, *Teacher Characteristics

Appropriateness and reinforcement value of teacher language in middle and low socioeconomic school settings were investigated, using one hundred and four 5-minute tape recorded language samples from 15 teachers in seven schools. In the first analysis, a correlation of .64 (p .01) between the words in this language corpus and those in the Thorndike-Lorge and Rinsland listings was found, indicating a high degree of overlap in the oral and written language to which these children are expected to respond. With reference to verbal reinforcement, analysis of the nature of the communications conveyed by the teachers' language revealed a number of interesting differences across ethnic and SES groups. White teachers of both high SES black children and low SES white children used a great deal more verbal reinforcement than white teachers of high SES white children or black teachers of low SES black children. However, the statements of the white teachers in the first group were primarily punitive, whereas the reinforcement messages of the black teachers of low SES black children were overwhelmingly positive, warm, and supportive. Only white teachers were observed in high SES schools, with neither white teachers of low SES black children nor black teachers of high SES black children or low SES white children. Therefore broad generalizations should not be drawn from this incomplete sample.

27. Stern, Carolyn; And Others. Teachers Expectations for Achievement of Children in Head Start (TEACH). 15p. ED 045 735

Academic Achievement; Affective Objectives; Behavioral Objectives; Cognitive Development; Curiosity; Educational Change; *Educational Objectives; Interpersonal Competence; Preschool Children; *Preschool Programs; Program Evaluation; Psychomotor Skills; *Rating Scales; Self Concept; Student Evaluation; *Teacher Attitudes; Test Construction; *Tests

The development of an instrument (TEACH) which would relate the variables of teacher goals, classroom activities, and children's achievement is fully described. A search of the literature, attitude inventories, and other teacher measures produced a pool of value statements about educational goals which were placed in traditional categories. Descriptions of behaviors indicative of the achievement of a given goal were devised. The item presentation format required two separate responses to the same set of items. The first response was a rating of the importance of the item and the second was a rating of expected level of performance. An unmodified version of the instrument was first administered to head teachers and assistant teachers

of 24 Head Start classes during an orientation session and again approximately 9 months later. Results indicated that developmental or readiness factors (emotional, social, situational) had higher rank orders than academic skill factors and that Expectancy scores were generally higher than Importance ratings. There were no significant differences between pre- and post-test ratings, suggesting that the sampled teachers maintained stable feelings about goals. However, the degree of correspondence between Importance and Expectancy increased during the year. The present instrument is long (7 factors; 100 items) and modification is necessary, while its discriminative ability has yet to be established. Examples of the items and tables of mean scores are included in the appendix.

28. Steward, Margaret S. The Observation of Parents as Teachers of Preschool Children as a Function of Social Class, Ethnicity, and Cultural Distance between Parent and Child. Final Report. September 1971, 43p. ED 057 925

Anglo Americans; Attitudes; Behavior Patterns; Chinese; Chinese Americans; Cognitive Processes; *Cross Cultural Studies; Cultural Differences; Data Analysis; Ethnic Groups; Group Relations; Interaction Process Analysis; Lower Class; Mexican Americans; Middle Class; *Mothers; Parent Child Relationship; *Preschool Children; Response Mode; *Social Differences; Spanish Speaking; *Teaching Styles

This project was designed to study the process of parents teaching preschool age children using a direct observational method. Six mothers and their own three-year-old sons from seven ethnic groups participated: middle-class Anglo, lower-class Anglo, English-speaking Mexican-American, bilingual Mexican-American; Spanish-Speaking Mexican-American, English-Speaking Chinese-American, Chinese-speaking Chinese-American. In addition, four groups of the mothers taught a second child from their ethnic and social class background, and a third child from an ethnic and social class different from their own. Each mother taught a cognitive sorting game and a motor skill game to each of the children assigned to her. Data were organized in terms of "own child" data and analyzed by means of a one-way analysis of variance, and predicted trends; the "social distance" data were analyzed in a 3 x 2 x 2 mixed factorial design. The data were coded using a Parent Interaction Code which allowed analysis of the teaching interaction in terms of programmatic variables: total time, input and pacing: and teaching loop variables: alert, format, child response, and feedback. The single best predictor of maternal teaching, or child response, was ethnicity with some replication of earlier social-class differences. The results tend to support stable constellations of behaviors within ethnic groups of a subtle nature. Further research is recommended.

29. Teacher Influence Patterns and Pupil Achievement in the Second, Fourth, and Sixth Grade Levels. Vols. 1 and 2. Final Report. Michigan Univ., Ann Arbor. School of Education. December 1969, 592p. ED 051 123

Analysis of Variance; Classroom Observation Techniques; Data Analysis; Data Collection; *Educational Research; Inservice Teacher Education; *Interaction Process Analysis; *Student Teacher Relationship; *Teacher Behavior; *Teacher Influence

The first volume details the procedures used in second, fourth, and sixth grades and inservice training projects and their results; the second presents data on achievement, attitude, and interaction analysis. The purpose of the project was to test some theoretical principles of teacher influence with particular emphasis on different patterns which occur in different teaching situations. The four main objectives were (1) to collect normative data; (2) to analyze verbal interaction patterns, at three grade levels, in classrooms that score above and below average in pupil achievement and positive pupil attitudes; (3) to develop procedures and equipment to tabulate coded interaction data directly into a matrix; and (4) to work with a small group of teachers to help them modify their teaching behavior and to identify models of classroom interaction. The results are discussed in detail under four headings: (1) teaching effectiveness as a field of knowledge; (2) helping a teacher change his teaching behavior; (3) outlining the contributions which the project makes for those who conduct research; and (4) describing some of the contributions of this project for the classroom teacher. Appendixes to volume 1 include the achievement and attitude tests used for each grade, the inservice training instruments, and the analysis of covariance for the sixth grade.

30. Thomson, Carolyn L.; And Others. The Experimental Analysis of Training Procedures for Preschool Teachers. 1971, 69p.

*Behavior Change; *Preschool Teachers; *Preservice Education; Reinforcement; *Teacher Behavior; *Teacher Education

Seven procedures are analyzed to discover their effectiveness in changing teachers' priming or reinforcement of peer interactions or verbal behaviors in preschool children. The procedures were applied to 23 teachers at the laboratory preschool of the University of Kansas, and training of two Head Start teachers was done in their home settings. The effect of observing good teachers was short lived. Assignments to identify and plan for specific behaviors successfully increased and maintained five teachers' behaviors, and a cuing procedure was successful with two teachers. Three kinds of consequence procedures were analyzed: feedback from observers, feedback from graphs, and on-the-spot feedback. Observer feedback produced increases in teacher behavior each of the four times it was used. Graph feedback was

successful with four teachers but produced no change in another four. On-the-spot feedback produced behavior changes nine of the 12 times it was used. A self-counting procedure resulted in behavior changes for each of the three teachers who used it. The behaviors of 13 out of 18 children increased concurrently with an increase in their teachers' behaviors. The results verify that the behaviors the teachers acquired during training were functional, and that the modification of the teacher behavior modified the child behaviors.

Availability: Carolyn L. Thomson, Dept. of Human Development, University of Kansas, Lawrence, Kansas 66044 (Single copy free)

31. Thomson, Carolyn L.; Cooper, Margaret L. The Modification of Teacher Behaviors Which Modify Child Behaviors. Progress Report. August 1969, 22p. ED 042 499

*Behavior Change; Electromechanical Aids; Feedback; *Preschool Teachers; Reinforcement; Social Development; *Teacher Behavior; *Teacher Education

This study on behavior modification training examined the effect of frequent feedback to reinforce a teacher's attending to appropriate child behaviors. Two Head Start teachers were selected as subjects. Baseline observations, training, and posttest observations were made of both teachers. Training involved feedback to the teachers every 10 minutes on the appropriateness of their reinforcing techniques. Data from observations indicated that feedback was an important factor in modifying the behavior of the teachers. In addition, teachers were equipped with hearing-aid type receivers, so that they could receive immediate and continual feedback. The dependent measure of this phase of the study was the behavior of the children the teacher was attempting to help. The desired teacher behaviors and student behaviors increased greatly. One of the teachers generalized to the entire class the lessons she had been taught for a specific target child. Measurement of teacher effectiveness through measurement of child behaviors appears worthy of further exploration.

32. Wax, Murray L.; Walker, Deward E., Jr. The Teachers of American Indian Children: Attitudes Toward Their Own and Other Cultures. A Position Paper. April 1970, 19p. ED 057 949

*American Indians; Boarding Schools; Cultural Background; *Federal Programs; *Research Methodology; *Research Needs; Social Relations; *Teacher Attitudes

Several aspects of the attitudes held by teachers of American Indian children toward their own and other cultures need to be studied. Recommended research topics along these lines include: (1) a study of the teacher subculture where teachers of Indian pupils live in a distinct enclave, with emphasis upon characteristic attitudes toward Indians generally and pupils particularly and the daily experiences and interactions that maintain and strengthen these attitudes; (2) a study of the social situation of teachers of Indian pupils in an integrated school in a small town or city, with emphasis upon attitudes of teachers and their social interaction in the community; (3) a study of the attitudes of the supervisory force of penal reformatory institutions toward Indian inmates, toward Indian society and culture, and toward American society and its cultures; and (4) a study of the attitudes of teachers toward Indian pupils in urban situations where Indian pupils are a small minority among other minority groups. It is recommended that the strategy of participant observation be employed for these studies, preferably at 2 or 3 sites wherein a series of small interrelated subprojects could be implemented.

33. Weber, Lillian. The English Infant School and Informal Education. 1971, 276p.

*Comparative Education; *Elementary Education; Elementary School Curriculum; Elementary School Mathematics; Elementary School Science; *Informal Organization; Nursery Schools; *Preschool Education; Reading Instruction; Teacher Education; *Teaching Methods; Urban Education

The results of the author's year and a half spent observing and analyzing 47 British state schools for young children are presented. The practice and process, the history and theory of informal education in England's primary schools are examined. Through descriptions of actual episodes, scenes, and schedules for British children up to age eight, the author shows exactly how English informal schooling provides individual attention for each student despite large classes in poor neighborhoods and a limited national budget. She discusses the curriculum in depth, especially reading, math, and science. Her accounts describe how the English organize their schools and train their teachers to achieve the adaptations required for informal education. In a summary chapter she points out the differences in philosophy which characterize American elementary education as opposed to the British system.

Availability: Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($7.95; paperback, $4.95)

34. Williams, Frederick; And Others. Attitudinal Correlates of Children's Speech Characteristics. Final Report. March 1971, 106p. ED 052 213

*Dialects; Language Skills; *Speech Evaluation; Statistical Analysis; *Stereotypes; *Student Teacher Relationship; *Teacher Attitudes

This research was a series of experiments focused upon teachers' evaluations of videotaped samples of children's speech. The theoretical framework drew mainly from current ideas about dialect features and the associations with social stereotypes which they appear to prompt in listeners. The practical focus was how this process relates to teachers' expectations of children's academic performances. The results of five experiments led to the following generalizations: (1) Teachers' evaluations of speech samples involved judgments along two relatively independent dimensions of confidence-eagerness and ethnicity-nonstandardness. These had generality across video-only, audio-only, and audio-video conditions of stimulus presentation and generality across samples of Anglo, Black, and Mexican-American children's speech. (2) The judgmental process appeared to combine stereotyping behaviors with evaluations of the language samples. (3) Teacher ethnicity interacted with child ethnicity in speech evaluations. (4) Speech evaluations could be used to predict teachers' expectations of children's academic performance in language arts classes. These results suggest that speech evaluation and the attitudinal correlates of dialect characteristics be incorporated into teacher training programs.

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1. Allen, M. R. Early and Continuous Direct Experiences with Children, Contemporary Education, v42 n5, pp226-228, Apr 1971, EJ 038 430.

2. Burns, R. Hugh; McCullen, Audrey. Teachers Look at Classroom Behavior Problems--A Survey. Mental Hygiene, v55 n4, pp504-506, Oct 1971, EJ 045 434.

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5. Fox, Ann E. Kindergarten: Forgotten Year for the Gifted? Gifted Child Quarterly, v15 n1, pp42-48, Spr 1971, EJ 040 123.

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8. Jacobson, Claire; Drije, Carla. Role Relations Between Professionals and Paraprofessionals in Head Start, Journal of Research and Development in Education, v5 n2, pp95-100, Winter 1972, EJ 056 685.

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11. Long, Barbara H.; Henderson, Edmund H. Teachers' Judgments of Black and White School Beginners, Sociology of Education, v44 n3, pp358-368, Sum 1971, EJ 041 652.

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14. Scouller, Joan E. ITV: A "Second Teacher" for First-Grade Reading, Educational Television, v3 n9, pp12-15, Sep 1971, EJ 046 814.

15. Seltz, Judith. The Teacher as Mother, Grade Teacher, v89 n8, pp60-63, 107-108, Apr 1972, EJ 056 500.

16. Swaminalthan, Indira. Preschool Education, Parents and the Community in a Developing Society, NIE Journal, v5 n2, pp33-39, Nov 1970, EJ 036 333.

17. Weikart, David P. Symposium on Parent-Centered Education: 3. Learning through Parents: Lessons for Teachers, Childhood Education, v48 n3, pp136-137, Dec 1971, EJ 054 379.

18. Wiersma, William; Nussel, Edward J. A Comparison of Male and Female Elementary Teacher Education Students on Achievement and Affective Characteristics, College Student Journal, v6 n1, pp106-110, Feb 1972, EJ 054 358.

19. Winick, Mariann Pezzella. Symposium on Child-Observation: 1. Film-making as an Observation Technique, Childhood Education, v48 n7, pp365-369, Apr 1972, EJ 056 361.

Postscript

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